

## **Performance Outcome 4. 1.**

Conduct photographic line-up to identify arrestee/suspects.

## **Training Objective Related to 4. 1.**

- A. Given a written exercise, list factors to consider when doing a photographic line-up.

**Criteria:** The trainee will be tested on the following:

- 4.1.1. Same sex
- 4.1.2. Similar size, build, color, race, ethnic background
- 4.1.3. Similar background in photo
- 4.1.4. Using the number of photos specified in the reference “Eyewitness Evidence, a Guide for Law Enforcement” published by the U.S. Department of Justice, present each photo individually in a sequential manner. Use either black/white photos for all or color photos for all.
- 4.1.5. Descriptors that victim or witnesses provide (instructor to provide for class)
- 4.1.6. Do not use photos that reflect bias toward one person, i.e. mug shots for some and not all.

**Lesson Plan Guide:** The lesson plan shall include the following:

A. Photographic line-up factors:

1. Same sex
2. Similar size, build, color, race, ethnic background
3. Similar background in photo
4. Using the number of photos specified in the reference “Eyewitness Evidence, a Guide for Law Enforcement” published by the U.S. Department of Justice, present each photo individually in a sequential manner. Use either black/white photos for all or color photos for all.
5. Descriptors that victim or witnesses provide (instructor to provide for class)
6. Do not use photos that reflect bias toward one person, i.e. mug shots for some and not all.

B. Approaches for using photo identification

1. Preparing a group of photographs for the witness to review
2. Presenting each photograph individually to the witness

***Instructor Note: Advise trainees that they will be expected to demonstrate a photographic line-up using the above factors correctly during department training. \*Reference “Eyewitness Evidence, A Guide for Law Enforcement” published by the U.S. Dept. of Justice.***

## **Performance Outcome 4. 2.**

Assess need to evacuate buildings and surrounding areas endangered by threat of explosion or by toxic gases, liquids, or other hazardous spilled materials.

## **Training Objective Related to 4. 2.**

- A. Given a written exercise, identify the responsibilities of the first officer on the scene of a hazardous spilled materials incident.
- B. Given a written exercise, identify use of weapons of mass destruction (WMD) as a hazmat incident.

**Criteria:** The trainee shall be tested on the following:

- 4.2.1. Evaluate the situation
- 4.2.2. Identify appropriate agencies to notify and request assistance
- 4.2.3. Attempt to establish contact with responsible party for property involved
- 4.2.4. Secure the perimeter
- 4.2.5. If and when determined such assistance is needed, proceed to evacuate the designated building and areas.
- 4.2.6. Identify indicators and effects of weapons of mass destruction (WMD) on individuals and property.
- 4.2.7. Identify signs and symptoms common to initial victims of a WMD hazmat incident.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate the situation
  2. Identify appropriate agencies to notify and request assistance
  3. Attempt to establish contact with responsible party for property involved
  4. Secure the perimeter
  5. If and when determined such assistance is needed, proceed to evacuate the designated building and areas.
  - \* 6. Identify indicators and effects of weapons of mass destruction (WMD) on individuals and property.
  7. Identify signs and symptoms common to initial victims of a WMD hazmat incident.
- \* **Special Note: Completion of the four-hour Public Safety Response to Terrorism – Awareness Level training will accomplish the goals of number 6 and 7 in this lesson plan guide and prepare a trainee to be tested on this topic.**

### **Performance Outcome 4. 3.**

Locate vehicle identification number.

### **Training Objective Related to 4. 3.**

- A. Given a written, audio-visual, or practical exercise, inspect a vehicle to locate vehicle identification number.

**Criteria:** The trainee shall be tested on the following:

- 4.3.1. Locate a vehicle identification number (VIN)
- 4.3.2. Identify locations of hidden VIN numbers

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Typical vehicle identification number locations for several models
2. Locations for hidden VIN numbers

**Instructor Note: Reference the National Auto Theft Book to explain meanings of numbers and letters of vehicle identification numbers.**

### **Performance Outcome 4. 4.**

Inspect motor vehicle to identify safety violations.

### **Training Objective Related to 4. 4.**

A. Given a written exam, inspect motor vehicle to identify safety violations.

**Criteria:** The trainee shall be tested on the following:

4.4.1. Identify procedure for visually inspecting a non-commercial vehicle for safety and equipment violations.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify procedure for visually inspecting a non-commercial vehicle for safety and equipment violations.
2. Review current state inspection receipt.
3. Identify the exception: Commercial vehicles requiring a commercial drivers license.



### **Performance Outcome 4. 5.**

Patrol areas restricted due to man-made or natural disasters.

### **Training Objective Related to 4. 5.**

- A. Given a written exercise, identify the factors to consider related to controlling movement of individuals and vehicles in a restricted area.

**Criteria:** The trainee shall be tested on the following:

- 4.5.1. Identify boundaries in disturbance area
- 4.5.2. Identify restrictions on an individual passing through area
- 4.5.3. Identify restrictions on vehicles passing through area
- 4.5.4. Identify curfew limitations

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify boundaries in disturbance area
2. Identify restrictions on an individual passing through area
3. Identify restrictions on vehicles passing through area
4. Identify curfew limitations

**Instructor Note: Advise trainees of §15.2-1714 related to members of the press being permitted to cross police lines unless this may interfere with evidence, police, firefighters, or emergency personnel in the performance of their duties. However, a record of entry and exit of such persons MUST be made as part of normal procedure.**

### **Performance Outcome 4. 6.**

Establish a security perimeter.

### **Training Objective Related to 4. 6.**

- A. Given a written or practical exercise, identify the procedure to follow to establish a security perimeter.

**Criteria:** The trainee shall be tested on the following:

- 4.6.1. Assign an officer to possible points of entry/exit to restrict unauthorized entry or exit
- 4.6.2. Assign an officer to record everyone who enters or exits
- 4.6.3. Rope off crime scene areas

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Assign an officer to possible points of entry/exit to restrict unauthorized entry or exit.
2. Assign an officer to record everyone who enters or exits.
3. Rope off crime scene areas.

**Instructor Note: Advise trainees of §15.2-1714 related to members of the press being permitted to cross police lines unless this may interfere with evidence, police, firefighters, or emergency personnel in the performance of their duties. However, a record of entry and exit of such persons MUST be made as part of normal procedure.**

### **Performance Outcome 4. 7.**

Develop and maintain field contacts and intelligence sources.

### **Training Objective Related to 4. 7.**

- A. Given a written exam, identify methods to develop and maintain field contacts and intelligence sources.

**Criteria:** The trainee shall be tested on the following:

- 4.7.1. Positive/negative elements of field contacts/intelligence sources
- 4.7.2. Methods to make and/or maintain contact
- 4.7.3. Factors that affect the usefulness of information

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Positive/negative elements of field contacts/intelligence sources
  - a. Drug users/Dealers
  - b. Thieves
  - c. Street people
  - d. Neighbors/residents/shop owners
  - e. Service personnel
  - f. Fellow officers
  - g. Gangs (rivals)
  - h. Others as may be identified
2. Methods to make and/or maintain contact
  - a. Safety of officer and contact
    - (1). Phone contacts (limit use of names)
    - (2). Personal contacts
  - b. Third party contacts
3. Factors that affect the usefulness of information
  - a. Timeliness
  - b. Validity of information

## **Performance Outcome 4. 8.**

Investigate a suspicious vehicle.

## **Training Objective Related to 4. 8.**

- A. Given a written, audio-visual, or practical exercise, identify factors to consider to investigate suspicious vehicles.

**Criteria:** The trainee shall be tested on the following:

- 4.8.1. Identification of a suspicious vehicle
- 4.8.2. Approach to a suspicious vehicle
- 4.8.3. Location of a suspicious vehicle
- 4.8.4. Safety considerations
- 4.8.5. Time of day

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of a suspicious vehicle
2. Approach to a suspicious vehicle
3. Location of a suspicious vehicle
4. Safety considerations
5. Time of day



## **Performance Outcome 4. 9.**

Request use of a police dog appropriately.

## **Training Objective Related to 4. 9.**

A. Given a written exercise, identify factors to consider related to use of a K-9.

**Criteria:** The trainee shall be tested on the following:

- 4.9.1. Appropriate uses of a K-9
  - a. Searches for people, evidence, and contraband
  - b. Crowd control
  - c. Apprehension of suspect
- 4.9.2. Factors which affect ability of a K-9 to track
  - a. Scent obtainable
  - b. Area not trampled by numerous people

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Appropriate uses of a K-9
  - a. Searches for people, evidence, and contraband
  - b. Crowd control
  - c. Apprehension of suspect
2. Factors which affect ability of a K-9 to track
  - a. Scent obtainable
  - b. Area not trampled by numerous people
3. The legal issues involved with using a police dog
4. Multiple types of tracking used by K-9s
  - a. Ground scent
  - b. Air scent
  - c. Note differences in use of bloodhounds and patrol canines and capabilities of both
5. Officer safety concerns
  - a. Role of K-9 handler in controlling canine
  - b. K-9 confusion possibilities when several people run at the same time

***Instructor Note: Advise trainees that they will be expected to identify their department policy related to use of a K-9 during their department training.***

### **Performance Outcome 4. 10.**

Restore peace at a loud party.

### **Training Objective Related to 4. 10.**

- A. Given a written or practical exercise, identify appropriate response to reduce noise or restore peace at loud parties.

**Criteria:** The trainee shall be tested on the following:

- 4.10.1. Identify Code of Virginia statutes related to noise violations or disturbing the peace
- 4.10.2. Identify the person who is responsible for the premises on which the noise violation occurs.
- 4.10.3. Identify communication skills useful to enforcing noise ordinances

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify Code of Virginia statutes related to noise violations or disturbing the peace (§15.2-1220; §15.2-1700).
2. Identify the person who is responsible for the premises on which the noise violation occurs.
3. Identify communication skills useful to enforcing noise ordinances

***Instructor Note: Advise trainees that they will need to identify local ordinances related to noise violations during department training.***

## **Performance Outcome 4. 11.**

Provide building security.

## **Training Objective Related to 4. 11.**

- A. Given a written or practical exercise, identify factors to consider when performing non-business hours building security checks.

**Criteria:** The trainee shall be tested on the following:

- 4.11.1. Observe area before approach
- 4.11.2. Foot vs. mobile approach
- 4.11.3. Look for irregularities
- 4.11.4. Check vehicles in lots

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Observe area before approach
2. Foot vs. mobile approach
3. Make a physical check of the building, looking and testing for irregularities (unlocked or open doors & windows, broken glass, nonsecure deadbolts, items in disarray, suspicious persons, etc.)
4. Check vehicles in lots
5. Check rear view mirror when leaving

***Instructor Note: Advise trainees that they will need to identify department policy related to false alarms as part of their department training.***

## Performance Outcome 4.12.

Observe individual to recognize signs of abnormal behavior. Assess need for mental or medical evaluation, or help and resources from another source. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

## Training Objective Related to 4. 12.

Given a written and practical exercise:

- A. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require law enforcement intervention.
- B. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require law enforcement intervention.
- C. Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.
- D. Given a written exercise, identify relevant law enforcement issues relating to homeless persons.

**Criteria:** The trainee shall be tested on the following:

- 4.12.1. Signs of abnormal behavior or dementia/Alzheimer's disease of a person or arrestee
  - 4.12.1.1. Abnormal behaviors and physical signs that may be observed by officers
  - 4.12.1.2. Possible danger to officer from person or arrestee behaving abnormally
  - 4.12.1.3. Appropriate action to be taken related to abnormal behavior observed
  - 4.12.1.4. Communication to the booking officer and/or jailor of any statements or behavioral observations that indicate danger to the arrestee or others
- 4.12.2. Identify legal requirements to take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.
  - 4.12.2.1. Identify and be able to articulate conditions for an emergency custody order
  - 4.12.2.2. Identify and be able to articulate conditions for a temporary detention order
  - 4.12.2.3. Identify procedures for obtaining an emergency custody order or temporary detention order.
  - 4.12.2.4. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary

detention order including a change of voluntary consent for transport to placement under emergency custody while in transport.

- 4.12.2.5. Identify conditions that provide a law enforcement officer the ability to obtain health care records under §32.1-127/1:03.D.2
- 4.12.2.6. Identify conditions for transfer of custody of person under emergency custody order under §37.2-808 E
- 4.12.3. Identify relevant law enforcement issues relating to homeless persons.

**Lesson Plan Guide:** The lesson plan shall include the following:



1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of a person or arrestee

- a. Disorders commonly responsible for abnormal behavior
- b. Abnormal behaviors and physical signs that may be observed by officers
- c. Possible danger to officer from person or arrestee behaving abnormally
- d. Appropriate sources and types of information useful in assessing a person's behavior
- e. Importance of seeking help for persons suffering from an emotional crisis
- f. Appropriate action to be taken related to abnormal behavior observed
- g. Communication to the booking officer and/or jailor of any statements or behavioral observations that indicate danger to the arrestee or others
- h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others

2. Identify legal requirements to take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

- a. Identify and be able to articulate conditions for an emergency custody order
- b. Identify and be able to articulate conditions for a temporary detention order
- c. Identify procedures for obtaining an emergency custody order or temporary detention order
- d. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order including a change of voluntary consent for transport to placement under emergency while in transport (§37.2-808(H))
- e. Identify conditions that provide a law enforcement officer the ability to obtain health care records under §32.1-127/1:03.D.2
- f. Identify conditions for transfer of custody of person under emergency custody order under §37.2-808 E

3. Identify relevant law enforcement issues relating to homeless persons.

***Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.***

**Performance Outcome 4. 13.**

Respond to and conduct a preliminary, follow-up or continuing investigation (when assigned) of family disturbances, family offenses, or family abuse.

### **Training Objective Related to 4. 13.**

- A. Given a written exercise, define the following:
  - 1. Family disturbances
  - 2. Family offenses
  - 3. Family abuse
  - 4. Family or household member
- B. Given a written exercise, define the meaning of the following legal papers:
  - 1. Emergency Protective Order
  - 2. Preliminary Protective Order
  - 3. Permanent Protective Order
- C. Given a written exercise, identify the correct procedures for service of the following legal papers:
  - 1. Emergency Protective Order (including telephonic order)
  - 2. Preliminary Protective Order
  - 3. Permanent Protective Order
- D. Given a practical exercise, respond to and conduct a preliminary, follow-up, or continuing investigation of family disturbances, family offenses, or family abuse.

**Criteria:** The trainee shall be tested on the following:

- 4.13.1. Definition of the following:
  - 4.13.1.1. Family disturbances
  - 4.13.1.2. Family offenses
  - 4.13.1.3. Family abuse
  - 4.13.1.4. Family or household member
- 4.13.2. Definition of the following legal papers:
  - 4.13.2.1. Emergency Protective Order
  - 4.13.2.2. Preliminary Protective Order
  - 4.13.2.3. Permanent Protective Order
- 4.13.3. Identification of the correct procedures for service of the following:
  - 4.13.3.1. Emergency Protective Order (including telephonic order)
  - 4.13.3.2. Preliminary Protective Order
  - 4.13.3.3. Permanent Protective Order
- 4.13.4. The appropriate law enforcement response to these calls:
  - a. Evaluate the scene
  - b. Provide aid and assistance as may be needed, including officer's responsibility for making arrangements for transporting victim

- c. Interview victim (determining willingness to cooperate with investigation if adult, however, other evidence may be used if victim is unwilling), witness(es) (if any), and suspect(s) (if and/or when identified)
- d. Identify, record, collect and/or preserve physical evidence
- e. Determine the offense, the predominant physical aggressor, and appropriate charges.
- f. Arrest the predominant physical aggressor.
- g. Make referrals for help services, i.e., Child Protective Services, social services, rape counseling, domestic violence shelters, etc.
- h. Get warrant for the arrest; petition for an emergency protective order for the victim; if issued serve the emergency protective order then take to the communications center and take appropriate steps to have entered into VCIN.
- i. Record findings on standard report forms to assist investigation in determining what, if any, crime has occurred

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of the following terms:
  - a. Family disturbances
  - b. Family offenses
  - c. Family abuse
  - d. Family or household member
2. The appropriate law enforcement response to these calls:
  - a. Evaluate the scene
  - b. Provide aid and assistance as may be needed (include officer's responsibility for making arrangements for transporting victim)
  - c. Interview victim (determine willingness to cooperate with investigation; if adult, however, other evidence may be used if victim is unwilling); witness(es) (if any); suspect(s) (if and/or when identified)
  - d. Identify, record, collect and/or preserve physical evidence
  - e. Determine offense, predominant physical aggressor, & appropriate charges
  - f. If probable cause exists, petition for an emergency protective order (by telephone if necessary)
  - g. Arrest the predominant physical aggressor and take before a magistrate
    - (1). Identify "Special Circumstances" for not making an arrest
  - h. Get warrant for the arrest; petition for an emergency protective order for the victim; if issued serve the emergency protective order then take to the communications center and take appropriate steps to have entered into VCIN.
  - i. Research all records for past reported case history (may ask for this en route)
  - j. Make referrals for help services, i.e., Child Protective Services, social services, rape counseling, domestic violence shelters, etc.
  - k. Subpoena medical records if needed
  - m. Record findings on standard report forms to assist investigation in determining what, if any, crime has occurred
3. Define the meaning of the following legal papers:
  - a. Emergency Protective Order
  - b. Preliminary Protective Order
  - c. Permanent Protective Order
4. Identify the correct procedures for service of the following legal papers:
  - a. Emergency Protective Order (including telephonic order)
  - b. Preliminary Protective Order
  - c. Permanent Protective Order
5. Identify circumstances to make a custodial arrest in lieu of a summons.
  - a. Court order exists
  - b. Continuing threat of violence

***Instructor Note: Advise trainees that they will need to identify department policy related to family abuse issues as part of department training:***

- a. ***Special Circumstances for not making an arrest***
- b. ***Officer's responsibility for making arrangements for transporting victim***

### **Performance Outcome 4. 14.**

Respond to and conduct a preliminary investigation of events related to destruction of property.

### **Training Objective Related to 4. 14.**

- A. Given a written exercise, identify the duties of the first responding officer to investigate events related to destruction of property.

**Criteria:** The trainee shall be tested on the following:

- 4.14.1. Notify proper authorities
- 4.14.2. Protect the crime scene according to requirements of the nature of the crime
- 4.14.3. Locate witnesses
- 4.14.4. Assist as needed on scene
- 4.14.5. Complete necessary reports

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define destruction of property as willful or malicious destruction or defacement of public or private property.
2. Notify proper authorities
3. Protect the crime scene according to requirements of the nature of the crime
4. Locate witnesses
5. Assist as needed on scene
6. Complete necessary reports

## **Performance Outcome 4. 15.**

Conduct a preliminary investigation of controlled substances offenses, and follow-up investigation when assigned.

## **Training Objective Related to 4. 15.**

- A. Given a written exercise, identify factors to consider related to investigation of controlled substances.

**Criteria:** The trainee shall be tested on the following:

- 4.15.1. Characteristics of commonly abused controlled and non-controlled substances
  - 4.15.1.1. Marijuana
  - 4.15.1.2. Hallucinogens
  - 4.15.1.3. Barbiturates/amphetamines
  - 4.15.1.4. Opiates
  - 4.15.1.5. Inhalants
  - 4.15.1.6. Abused prescriptions
- 4.15.2. Common street packaging of controlled substances for illegal sale
  - 4.15.2.1. Marijuana
  - 4.15.2.2. Hallucinogens
  - 4.15.2.3. Barbiturates/amphetamines
  - 4.15.2.4. Opiates
  - 4.15.2.5. Inhalant
  - 4.15.2.6. Abused prescriptions
- 4.15.3. Identification of various forms of drug paraphernalia
- 4.15.4. Identification of the factors to consider in a controlled substances investigation, arrest, and prosecution.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Characteristics of commonly abused controlled and non-controlled substances
  - a. Marijuana
  - b. Hallucinogens
  - c. Barbiturates/amphetamines
  - d. Opiates
  - e. Inhalants
  - f. Abused prescriptions
2. Common street packaging of controlled substances for illegal sale
  - a. Marijuana -- 1/4 oz. or 1/2 oz., ounces to pounds usually plastic baggies; kilos can be plastic to paper, usually wrapped with duct tape
  - b. Powder Cocaine -- grams, 8-balls, quarter oz., half oz., corners cut from baggies to whole baggies for larger amounts
  - c. Heroin -- tin foil packages for small amounts; also small zip lock bags to whole baggies for larger amounts; Richmond glassine paper
  - d. PCP (phencyclidine) -- tin foil for small amounts; vanilla extract bottles for liquid; large amounts -- baggies to mason jars
  - e. Methamphetamine -- sold in similar containers as cocaine
  - f. Crack Cocaine -- sold in similar containers as powder
  - g. GHBs, Extacy -- usually sold in capsules
  - h. Mushrooms -- baggies
  - i. LSD -- paper (usually blotter type)
  - j. Pills -- no set packaging
  - k. Hash oil -- small jars (usually amber in color)

Note: Most street sales will use the small baggies -- usually corners cut from a sandwich baggie and a twisty to close it. There are other indicators: people hanging on corners, vehicles stopping for a short time, hand signals, etc. Usually an officer won't see an exchange of the dope because the amounts are small and can be palmed. They will probably see money come back, but not always. Keep in mind that the training and experience of the officer is what the court looks at in its decisions. New officers should realize that basic training is an introduction to investigation of controlled substances and plan on additional training as they gain experience.

3. Identification of various forms of drug paraphernalia
4. Identification of the factors to consider in a controlled substances investigation and prosecution.
  - a. Establishing probable cause for arrest
  - b. Evidence handling package (see Division of Forensic Science (DFS) "Evidence Handling Guide")
  - c. Evidence preservation
  - d. Evidence submission (to forensic lab)



- e. Suitability of field test use
  - f. Filing of search warrant
  - g. Suspect history/prior record
  - h. Suspect/witness relationship
  - i. Obtain lab analysis report information and file lab report with clerk of the court at least 7 days prior to trial.
  - j. Prepare for grand jury or court presentation
  - k. Prepare for pre-trial conference (with commonwealth's attorney)
  - l. Prepare seizure reports (money, vehicles, guns, etc.)
  - m. Dispose of drugs (court order)
  - n. Check with informants/concerned citizens
  - o. Testimony regarding field tests related to controlled substances (§19.2-188.1)
5. Identify the hazards involved in dealing with a clandestine lab and describe the safety precautions which an officer should take under these circumstances.

## **Performance Outcome 4. 16.**

Respond to and conduct a preliminary investigation of events related to an animal complaint.

## **Training Objective Related to 4. 16.**

Given a written exercise:

- A. Identify criminal violations related to animal behavior.
- B. Identify criminal violations related to cruelty to animals.
- C. Identify criminal violations related to animal fighting.

**Criteria:** The trainee shall be tested on the following:

- 4.16.1. Statute on complaints related to animal behavior
- 4.16.2. Statute on complaints about cruelty to animals
- 4.16.3. Steps for responding to complaints:
  - 4.16.3.1. If not an immediate threat to officer or public, notify animal control or proper authority.
  - 4.16.3.2. If an immediate threat, the officer must control the situation taking precautions that no bystanders will be endangered.
  - 4.16.3.3. Identify equipment or weapons needed to control the situation (consider size and ability of animals) with knowledge that intermediate impact weapons (such as batons) are not recommended.
  - 4.16.3.4. If the animal is threatening or attacking, the officer should destroy the animal.
  - 4.16.3.5. Identify methods for destruction of injured animals when no animal control officer is available.
- 4.16.4. Animal fighting ( 3.2-6571)
  - 4.16.4.1. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity.
  - 4.16.4.2. Identify possible criminal activity associated with animal fighting.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Complaints related to animal behavior (§ 3.1-796.93:1)
2. Complaints about cruelty to animals (§ 18.2-403)
3. Steps for responding to complaints:
  - a. If not an immediate threat to officer or public, notify animal control or proper authority.
  - b. If an immediate threat, the officer must control the situation taking precautions that no bystanders will be endangered.
  - c. Identify equipment or weapons needed to control the situation (consider size and ability of animals) with knowledge that intermediate impact weapons (such as batons) are not recommended.
  - d. If the animal is threatening or attacking (including other animals) the officer should destroy the attacking animal.
  - e. Identify methods for destruction of injured animals when no animal control officer is available.
4. Animal fighting (§3.2-6571)
  - a. Identify animal fighting activities and/or venues and work with animal control officers (where available) in responding to any related criminal activity.
  - b. Identify possible criminal activity associated with animal fighting.
    1. Animal cruelty
    2. Unlawful wagering
    3. Controlled substances
    4. Grand or petit larceny
    5. Unlawful transportation of animals
    6. Conspiracy to commit criminal acts
    7. Others as instructor may identify

***Instructor Note: Advise trainees that they will need to identify local ordinances and department policy related to animal complaints as part of their department training.***

## **Performance Outcome 4. 17.**

Respond to and conduct preliminary investigation of events related to lost/missing/abducted person.

## **Training Objective Related to 4. 17.**

- A. Given a written or practical exercise, identify the duties of the first officer to conduct a preliminary investigation of events related to lost, missing or abducted person.

**Criteria:** The trainee shall be tested on the following:

- 4.17.1. Complete identification of a person
  - a. Name
  - b. Age/Date of Birth
  - c. Date, time last seen
  - d. Description/photo
  - e. Others with him/her, if any
  - f. First time or repeat
  - g. Known frequented locations
  - i. Special or secret hide-a-way (even old ones)
  - j. Conversations about leaving residence
- 4.17.2. Special or suspicious circumstances under which to notify a supervisor immediately for determination of getting additional resources
  - a. missing children or endangered persons
  - b. elderly/persons with dementia specific illnesses or Alzheimer's Disease
  - c. missing adult with mental or physical disabilities or needing medication
  - d. danger due to weather
  - e. possibility of abduction
  - f. review criteria for issuing an Amber Alert
- 4.17.3. Search last known location first, surrounding area, nearby hazards, and vehicles
- 4.17.4. Crime scene protection, if needed
- 4.17.5. Collect, preserve, and maintain evidence
- 4.17.6. Use a Missing Children Information Clearinghouse Form (State Police Form 183) to report a juvenile missing person. Use an affidavit for missing person age 18 or over (State Police Form 67) to report a missing adult. Use the Virginia State Police Senior Alert Program Form to create a local, regional, or statewide notification of a missing senior adult.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Statutory requirements for searching for missing persons
2. Complete the identification of the person
  - a. name
  - b. age/date of birth
  - c. date, time last seen
  - d. description/photo
  - e. others with him/her, if any
  - f. first time or repeat
  - g. known frequented locations
  - i. special or secret hide-a-way (even old ones)
  - j. conversations about leaving residence
3. Special or suspicious circumstances under which to notify a supervisor immediately
  - a. missing children or endangered persons
  - b. elderly
  - c. missing adult with mental or physical disabilities or needing medication
  - d. danger due to weather
  - e. possibility of abduction
  - f. search/canine teams possibly useful
  - g. review criteria for issuing an Amber Alert
4. Search last known location first, surrounding area, nearby hazards, and vehicles
5. Search homes of relatives and friends
6. Search frequented locations
7. Conduct neighborhood canvas
8. Involvement of Department of Emergency Services
9. Crime scene protection, if needed
10. Collect, preserve, and maintain evidence
11. Use a Missing Children Information Clearinghouse Form (State Police Form 183) to report a juvenile missing person. Use an affidavit for missing person age 18 or over (State Police Form 67) to report a missing adult. Use the Virginia State Police Senior Alert Program Form to create a local, regional, or statewide notification of a missing senior adult.
12. Search protocol for person's suffering from Alzheimer's Disease or dementia
  - (1). Identify reasons that cause AD subjects to become lost easily.
  - (2). Identify reasons that initiating a search effort is urgent.
  - (3). Identify search crucials
    - (a). treat the point last seen as a crime scene and keep people out
    - (b). check house and immediate grounds even if done already
    - (c). notify media and ask for public assistance
    - (d). notify post office and ask letter carriers to be on alert

- (e). alert local government people who are outside when working
- (f). search at night
- (g). point last seen provides the best clues for searchers and dogs;
- (h). others as may be noted by the instructor
- (4). Identify characteristics of the lost/wanderer
- (5). Identify critical initial actions including collection of search data
- (6). Identify possible resources to aid in conducting a search
  - (a). Safe Return
  - (b). Search and Rescue
  - (c). Project Lifesaver
  - (d). Tracking dogs
  - (e). Others as may be identified by instructor

***Instructor Note: Advise trainees that they will need to identify and follow department procedures to enter information into NCIC and VCIN as well as identify department policy and procedures on searches and will learn these as part of their department training.***

1. Complete all documentation related to a lost person for entry into NCIC and VCIN
2. Complete all documentation related to a missing person for entry into NCIC and VCIN
3. Complete all documentation related to a kidnapped person for entry into NCIC and VCIN

## **Performance Outcome 4. 18.**

Respond to a residential alarm and an in-progress alarm.

## **Training Objective Related to 4. 18.**

- A. Given a written, audio-visual, or practical exercise, identify or demonstrate appropriate actions for a residential alarm and an in-progress alarm.

**Criteria:** The trainee shall be tested on the following:

Residential alarm:

- 4.18.1. Coordinate response with back-up units
- 4.18.2. Use tactical approach
  - a. vehicle placement
  - b. cover and concealment
  - c. observe area
  - d. avoid “police noises,” i.e., jangling keys, squeaky leather, radio.
- 4.18.3. Security check of area
- 4.18.4. Contact complainant or responsible party

In-progress alarm:

- 4.18.5. Coordinate units responding to the call
- 4.18.6. Use tactical approach
  - a. vehicle placement
  - b. cover and concealment
  - c. observe area
  - d. avoid “police noises,” i.e., jangling keys, squeaky leather, radio.
  - e. methods for responding to crimes in progress and an example for each method
  - f. factors to be considered when determining the method to be utilized in response to crimes in progress
  - g. factors upon which an officer should base the selection of a response route
  - h. tactical responsibilities of the primary unit responding to a crime in progress
- 4.18.7. Communicate with the manager or person in charge through dispatch or telephone to determine if the suspect is still on the premises or has left
- 4.18.8. If suspect is still on premises, maintain cover position and treat as hostage situation from this point

**Lesson Plan Guide:** The lesson plan shall include the following:

Residential alarm:

1. Coordinate response with back-up units
2. Use tactical approach
  - a. vehicle placement
  - b. cover and concealment
  - c. observe area
  - d. avoid “police noises,” i.e., jangling keys, squeaky leather, radio.
3. Security check of area
4. Contact complainant or responsible party

***Instructor Note: Advise trainees that they will need to identify department policy on false alarms as part of department training.***

In-progress alarm:

1. Coordinate units responding to the call
2. Use tactical approach
  - a. vehicle placement
  - b. cover and concealment
  - c. observe area
  - d. avoid “police noises,” i.e., jangling keys, squeaky leather, radio.
  - e. methods for responding to crimes in progress and an example for each method
  - f. factors to be considered when determining the method to be utilized in response to crimes in progress
  - g. factors upon which an officer should base the selection of a response route
  - h. tactical responsibilities of the primary unit responding to a crime in progress
3. Communicate with the manager or person in charge through dispatch or telephone to determine if the suspect is still on the premises or has left
4. If suspect is still on premises, maintain cover position and treat as hostage situation from this point



## **Performance Outcome 4. 19.**

Investigate suspicious person or activity.

## **Training Objective Related to 4. 19.**

- A. Given a written, audio-visual or practical exercise, identify the legal requirements and procedures for stopping and interviewing a person related to suspicious activity.

**Criteria:** The trainee shall be tested on the following:

- 4.19.1. Define suspicious activity
- 4.19.2. Identify and describe factors that make a specific activity suspicious
- 4.19.3. Identify a consensual stop vs. investigative detention
- 4.19.4. Define the purpose of a field interview
- 4.19.5. Identify the legal basis for stopping and interviewing a person
- 4.19.6. Identify three factors of those in the lesson plan that may lead to investigation of suspicious activity
- 4.19.7. Identify procedures to be followed when interviewing a suspect who is part of the investigation of suspicious activity
- 4.19.8. Identify enforcement options when dealing with juveniles who have committed offense(s)
- 4.19.9. Identify procedures for responding to a prowler complaint
- 4.19.10. Describe or conduct a field interview of a suspicious person conforming to constitutional requirements
- 4.19.11. Identify factors that may contribute to biased policing

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define suspicious activity
2. Identify and describe factors that make a specific activity suspicious (reasonable belief based on articulable facts that a person is guilty of a crime)
3. Identify a consensual stop vs. investigative detention
4. Define the purpose of a field interview
5. Identify the legal basis for stopping and interviewing a person
  - a. Identify factors that permit conducting a pat down
6. Identify factors that may lead to investigation of suspicious activity
  - a. Sounds or noise out of place for the circumstances or environment
  - b. Police observation of suspicious conduct
  - c. Complaint of suspicious conduct
  - d. Specific information from an informant that the suspect is committing or about to commit a crime.
  - e. A corroborated anonymous tip
  - f. Refusal to leave an area secured by police officers.
  - g. The characteristics where the investigation occurs.
  - h. The time of the occurrence (day or night)
  - i. Any suspicious conduct of the person under investigation, such as an attempt to avoid officers on the discovery of their presence
  - j. The character of the offense of which the individual is suspected
    - (1). Talking with the suspect
7. Identify procedures to be followed when interviewing a suspect who is part of the investigation of suspicious activity
  - a. Define the purpose of field interviews
  - b. Identify the legal basis for stopping and interviewing a person
  - c. Identify and determine age of suspect
  - d. Identify if a crime has occurred
  - e. Check for wants and warrants through VCIN and NCIC
  - f. Take enforcement action and/or document field interview
8. Identify enforcement options when dealing with juveniles who have committed offense(s).
  - a. Notify and release to parent/guardian or other responsible party
  - b. Transport to juvenile intake
  - c. Transport to juvenile detention
9. Identify procedures for responding to a prowler complaint.
  - a. Coordinate response with back-up units
  - b. Use tactical approach
    - (1). Vehicle placement
    - (2). Cover and concealment
    - (3). Observe area
  - c. Security check of area
  - d. Contact complainant or responsible party

10. Identify factors that may contribute to biased policing.
  - a. Family influence
  - b. Culture
  - c. Religion
  - d. Race
  - e. Gender
  - f. Environment/geographic influences
  - g. Socio-economic influences
  - h. Others as instructor may identify

## **Performance Outcome 4. 20.**

Search for a person in a building or environment.

## **Training Objective Related to 4. 20.**

- A. Given a written or practical exercise, identify procedures to search for a person in a building or environment as applicable.

**Criteria:** The trainee shall be tested on the following:

- 4.20.1. Observe the scene
- 4.20.2. Request backup/appropriate resources (such as canine or tactical unit)
- 4.20.3. Use appropriate search methods as applicable to building or environment
- 4.20.4. Conduct search using officer safety procedures
- 4.20.5. Proceed through building or area until person is found or building/area confirmed empty

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Observe the scene
2. Request backup/appropriate resources (such as canine or tactical unit)
3. Use appropriate search methods as applicable
  - a. Grid
  - b. Line
  - c. Area
  - d. Expanding circle
4. Conduct search using officer safety procedures
5. Proceed through building or area until person is found or building/area confirmed empty

## Performance Outcome 4. 21.

Identify and document signs of gang activity.

## Training Objective Related to 4. 21.

A. Given a written, audio-visual, or practical exercise, identify/document signs of gang activity.

**Criteria:** The trainee shall be tested on the following:

- 4.21.1. Common characteristics of youth gangs including but not limited to:
  - a. Initiation practices
  - b. Hand signals
  - c. Structured style of dress (colors, clothing type, headgear, etc.)
  - d. Markings, tattoos
  - e. Specific geographic territorial claim or identifiable leadership
  - f. Association with three or more individuals, one of whom is a juvenile, who identify themselves as a group by name or symbol and are involved in a pattern of recurrent felonious criminal conduct
    - (1). Includes certain drug sales, distribution, transportation, possession and manufacturing crimes
    - (2). Includes recruitment of juveniles into a street gang.
- 4.21.2. Define unlawful hazing of youth gang members.
  - 4.21.2.1. Causing bodily injury by hazing of youth gang members or person seeking to become a gang member unlawful;
  - 4.21.2.2. Recklessly or intentionally endanger the health or safety of a person to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition of continued membership in a youth gang or criminal street gang.
- 4.21.3. Information to record in VCIN for statutory reporting requirements.
- 4.21.4. Information to request of Department of Juvenile Justice regarding a juvenile's potential involvement in street gang activity.
- 4.21.5. Identify gang free zones.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Common characteristics of youth gangs including but not limited to:
  - a. Initiation practices
  - b. Hand signals
  - c. Structured style of dress (colors, clothing type, headgear, etc.)
  - d. Markings, tattoos
  - e. Specific geographic territorial claim or identifiable leadership
  - f. Association with three or more individuals, one of whom is a juvenile, who identify themselves as a group by name or symbol and are involved in a pattern of recurrent felonious criminal conduct
    - (1). Includes certain drug sales, distribution, transportation, possession and manufacturing crimes
    - (2). Includes recruitment of juveniles into a street gang.
2. Define unlawful hazing of youth gang members.
  - a. Causing bodily injury by hazing of youth gang members or person seeking to become a gang member unlawful;
  - b. Recklessly or intentionally endanger the health or safety of a person to inflict bodily injury on a person in connection with or for the purpose of initiation, admission into or affiliation with or as a condition of continued membership in a youth gang or criminal street gang
3. Information to record in VCIN for statutory reporting requirements.  
(§ 52-8.6 and 18.2-46.1)
4. Information to request of Department of Juvenile Justice regarding a juvenile's potential involvement in street gang activity.
5. Identify gang free zones (Code of Virginia 18.2-46.3:3)

## **Performance Outcome 4. 22.**

Handle a runaway complaint.

## **Training Objective Related to 4. 22.**

- A. Given a written or practical exam, identify procedures to handle a runaway complaint.

**Criteria:** The trainee shall be tested on the following:

- 4.22.1. Information to obtain for a runaway complaint:
- a. Name
  - b. Age of runaway
  - c. Date, time last seen
  - d. Description/photo
  - e. Associates with him/her, if any
  - f. Previous incidents of running away
  - g. Suspicious circumstances
  - h. Known frequented locations
  - i. Conversations about running away and where the youth would go
  - j. Complete card for VCIN and NCIC
  - k. Complete State Police Form 183 (report of a runaway or missing juvenile)



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Information to obtain for a runaway complaint:
  - a. Name
  - b. Age of runaway
  - c. Date, time last seen
  - d. Description/photo
  - e. Associates with him/her, if any
  - f. Previous incidents of running away
  - g. Suspicious circumstances
  - h. Known frequented locations
  - i. Conversations about running away and where the youth would go
  - j. Complete card for VCIN and NCIC
  - k. Complete State Police Form 183 (report of a runaway or missing juvenile)
2. Cross-reference standard 2.6 regarding circumstances for dealing with juveniles and emphasize those areas where a detention order is not needed to pick up a juvenile and return him or her to his or her domicile.

***Instructor Note: Advise trainees that they will need to identify department policy related to handling a runaway complaint as part of their department training.***

## **Performance Outcome 4. 23.**

Search a suspect vehicle with probable cause or incident to arrest. Transport and escort arrestees or prisoners to various destinations, searching patrol vehicles before and after transport.

## **Training Objective Related to 4. 23.**

- A. Given a practical exercise, search a vehicle for weapons, contraband, or evidence.
- B. Given a written or practical exercise, identify or demonstrate the procedures for escorting and transporting arrestees or prisoners.

**Criteria:** The trainee shall be tested on the following:

- 4.23.1. Search of a vehicle with probable cause or incident to arrest.
  - 4.23.1.1. Identify techniques to search a vehicle for the following:
    - a. Weapons
    - b. Contraband
    - c. Evidence
- 4.23.2. Transport and escort of arrestees or prisoners to various destinations.
  - 4.23.2.1. Search and secure arrestee prior to departure to an outside destination and prior to leaving facility to return to place of incarceration.
    - a. Handcuff arrestee/prisoner with hands to rear
    - b. Search waistband and pockets for weapons
    - c. Search head to toe
    - d. Move to the patrol vehicle
      - (1). Protect head while placing arrestee/prisoner in vehicle
      - (2). Fasten seatbelt around arrestee/prisoner
  - 4.23.2.2. Vehicle with cage
    - a. Place in right rear, handcuffed behind the back, and seatbelted in
    - b. Adjust mirror to provide visual observation of arrestee/prisoner
  - 4.23.2.3. Vehicle without cage
    - a. Place in right front seat, handcuffed behind the back and seatbelted in (use leg restraints if permitted by department policy)
    - b. Make sure weapon is secure or placed away from potential access by arrestee or prisoner
    - c. Use peripheral vision to observe arrestee or prisoner
  - 4.23.2.4. Search vehicle after transport of every arrestee or prisoner

- 4.23.2.5. Identify appropriate medical and biohazard precautions to take should arrestee possibly have an airborne or bloodborne pathogen
  - a. Protective masks and personal protective equipment
  - b. Cleaning hands, face, masks and vehicle after transport
- 4.23.2.6. Use proper escort techniques during movement by foot from place to place.
  - a. Handcuff arrestee/prisoner with hands to rear
  - b. Search waistband and pockets for weapons
  - c. Search head to toe
  - d. Walk behind the arrestee/prisoner with weapon side away
  - e. Allow reaction space if possible.
  - f. Observe arrestee/prisoner at each destination
- 4.23.2.7. Meet federal requirements for movement of arrestees/prisoners through public transportation such as train or plane
- 4.23.2.8. Overall
  - a. Do not let arrestee/prisoner out of your sight
  - b. Do not relax after cuffing
  - c. Use additional restraints or flex cuffs according to department policy
  - d. Make contact with arm of an arrestee/prisoner if needed for arrestee/prisoner balance

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Search of a vehicle under probable cause or incident to arrest.
  - a. Reference legal section (2. 32.)
  - b. Identify techniques for a vehicle search.
    - (1). Weapons
    - (2). Contraband
    - (3). Evidence
2. Transport and escort of arrestees or prisoners to various destinations.
  - a. Search and secure arrestee prior to departure to an outside destination and prior to leaving facility to return to place of incarceration.
    - (1). Handcuff arrestee/prisoner with hands to rear
    - (2). Search waistband and pockets for weapons
    - (3). Search head to toe (Use appropriate techniques for cross-gender searches.)
    - (4). Move to the patrol vehicle
      - (a). Protect head while placing arrestee/prisoner in vehicle
      - (b). Fasten seatbelt around arrestee/prisoner
    - (5). Vehicle with cage
      - (a). Place in right rear, handcuffed and seatbelted in
      - (b). Adjust mirror to provide visual observation of arrestee/prisoner
    - (6). Vehicle without cage
      - (a). Place in right front seat, handcuffed behind the back and seatbelted in (use leg restraints if permitted by department policy)
      - (b). Make sure weapon is secure or placed away from potential access by arrestee or prisoner
      - (c). Use peripheral vision to observe arrestee or prisoner
  - b. Search vehicle after transport of every arrestee or prisoner
  - c. Identify appropriate medical and biohazard precautions to take should arrestee possibly have an airborne or bloodborne pathogen
    - (1). Protective masks and personal protective equipment
    - (2). Cleaning hands, face, masks and vehicle after transport
  - d. Use proper escort techniques during movement by foot from place to place.
    - (1). Handcuff arrestee/prisoner with hands to rear
    - (2). Search waistband and pockets for weapons
    - (3). Search head to toe
    - (4). Walk behind the arrestee/prisoner with weapon side away
    - (5). Allow reaction space if possible
    - (6). Observe arrestee/prisoner while at each destination

- e. Meet federal requirements for transportation of arrestees/prisoners through public transportation such as train or plane
- f. Overall
  - (1). Do not let suspect/arrestee out of your sight
  - (2). Do not relax after cuffing
  - (3). Use additional restraints or flex cuffs according to department policy
  - (4). Contact with arm of an arrestee/prisoner may be made if needed for arrestee/prisoner balance

***Instructor Notes: Advise trainees that they will need to identify department policy on transporting intoxicated persons to detox, jail, or lockup during department training. Advise trainees that they will need to identify department policy on use of restraints and safety equipment while transporting arrestees during department training.***

### **Performance Outcome 4. 24.**

Conduct stationary and moving surveillance of individuals, vehicles, specific activities, etc.

### **Training Objective Related to 4. 24.**

- A. Given a written exercise, identify factors to consider in conducting stationary and moving surveillance of individuals, vehicles, specific activities, etc.

**Criteria:** The trainee shall be tested on the following:

- 4.24.1. Identify reasons to conduct stationary surveillance
- 4.24.2. Identify locations from which surveillance may be conducted
- 4.24.3. Identify equipment that may assist in a surveillance
- 4.24.4. Identify ways to stay alert during surveillance
- 4.24.5. Identify methods for initiating, conducting, and concluding a moving surveillance of individuals, vehicles, activities, etc.,
- 4.24.6. Identify reasons to conclude a surveillance

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify reasons to conduct stationary surveillance
  - a. Locate a suspect
  - b. Identify and locate specific illegal activity
  - c. Protect persons or property
  - d. Others as may be identified
2. Identify locations from which surveillance may be conducted
  - a. Using a car
  - b. Using another building near the one where person or activity may be located.
  - c. Using natural surroundings (trees, bushes, etc.)
3. Identify equipment that may assist in a surveillance
  - a. Binoculars/telescope
  - b. Camera
  - c. Radio communications
  - d. Disguises
  - e. Newspapers, books, maps, etc.
4. Identify ways to stay alert during surveillance
  - a. Review photo in order to identify a person being sought from a distance
  - b. Frequently check for person or for a specific activity (such as a drug buy or graffiti starting)
  - c. Change positions with moves that are appropriate for the surveillance setting
5. Identify methods for initiating, conducting, and concluding a moving surveillance of individuals, vehicles, activities, etc.,
  - a. Identify why the individual(s) are wanted
  - b. Identify numbers of people and/or vehicles needed to conduct the moving surveillance
  - c. Identify the communications coordination needed
  - d. Identify the approach to be used as a coordinated effort to effect arrest
  - e. Document the information related to the surveillance from start to end
6. Identify reasons to conclude a surveillance
  - a. Recognize the person or activity that is in violation of the law
  - b. Move to make the arrest or direct an arrest team as part of a coordinated effort
  - c. Determine that the person or activity is not in violation of the law and end the surveillance

### **Performance Outcome 4. 25.**

Pursue a suspected offender on foot.

### **Training Objective Related to 4. 25.**

- A. Given a written or practical exercise, identify considerations for safely pursuing a suspected offender on foot.

**Criteria:** The trainee shall be tested on the following:

- 4.25.1. Secure vehicle
- 4.25.2. Use radio to give location, description of suspect
- 4.25.3. Be aware of hazards (natural and manmade)
- 4.25.4. Coordinate pursuit with responding units



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Secure vehicle
2. Use radio to give location, description of suspect
3. Be aware of hazards (natural and manmade)
4. Coordinate pursuit with responding units
  - a. Back-up
  - b. K-9 (if available)
  - c. Aviation (if available)
  - d. Any other special units available

## **Performance Outcome 4. 26.**

Instruct bystanders to assist.

## **Training Objective Related to 4. 26.**

- A. Given a written exercise, identify the Code of Virginia section related to refusal to assist a law enforcement officer and the circumstances wherein an officer may call upon a bystander to assist.

**Criteria:** The trainee shall be tested on the following:

- 4.26.1. The Code of Virginia section related to refusal to assist a law enforcement officer (§ 18.2-463)
- 4.26.2. The circumstances wherein an officer may call upon a bystander for assistance
  - a. Life of the officer or other person may be saved by bystander assistance.
  - b. A crime may be prevented and the risk to the bystander and public is not grave

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The Code of Virginia section Related to refusal to assist a law enforcement officer (§ 18.2-463)
2. The circumstances wherein an officer may call upon a bystander for assistance.
  - a. Life of the officer or other person may be saved by bystander assistance.
  - b. A crime may be prevented and the risk to the bystander and public is not grave.

### **Performance Outcome 4. 27.**

Direct actions of officers or other emergency personnel arriving to assist.

### **Training Objective Related to 4. 27.**

- A. Given a written or practical exercise, identify factors to be considered when directing actions of officer(s) or other emergency personnel arriving to assist.

**Criteria:** The trainee shall be tested on the following:

- 4.27.1. Type of incident
- 4.27.2. Location
- 4.27.3. Number of suspects
- 4.27.4. Weapon(s) involved
- 4.27.5. Citizens/vehicles in area
- 4.27.6. Number of officers available

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Type of incident
2. Location
3. Number of suspects
4. Weapon(s) involved
5. Citizens/vehicles in area
6. Number of officers available

## **Performance Outcome 4. 28.**

Guard an arrested suspect.

## **Training Objective Related to 4. 28.**

- A. Given a written or practical exercise, identify safety and security considerations and techniques related to guarding an arrested subject.

**Criteria:** The trainee shall be tested on the following:

- 4.28.1. Officer and arrestee safety
  - 4.28.1.1. Officer safety precautions
    - a. Secure weapons
    - b. Do not relax after cuffing
    - c. Be aware of others not under arrest who may attempt to assist arrestee
  - 4.28.1.2. Arrestee safety precautions
    - a. Possible injuries during arrest
    - b. Possible attempts by others to injure the arrestee
- 4.28.2. Techniques related to guarding an arrested subject
  - a. Handcuff arrestee/prisoner with hands to rear
  - b. Search waistband and pockets for weapons
  - c. Walk behind the arrestee with weapon side away
  - d. Allow reaction space if possible
  - e. Observe arrestee at all times
  - f. Use additional restraints or flex cuffs if needed and according to department policy
  - g. Make contact with arm of an arrestee if needed
  - h. Be aware of surroundings and other persons
  - i. Move arrested subject(s) to a safe location for his/her physical safety.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Officer and arrestee safety
  - a. Officer safety precautions
    - (1). secure weapons
    - (2). Do not relax after cuffing
    - (3). Be aware of others not under arrest who may attempt to assist arrestee
  - b. Arrestee safety precautions
    - (1). Possible injuries during arrest
    - (2). Possible attempts by others to injure the arrestee
2. Techniques
  - (1). Handcuff arrestee/prisoner with hands to rear
  - (2). Search waistband and pockets for weapons
  - (3). Walk behind the arrestee with weapon side away
  - (4). Allow reaction space if possible
  - (5). Observe arrestee at all times
  - (6). Use additional restraints or flex cuffs if needed and according to department policy
  - (7). Make contact with arm of an arrestee if needed
  - (8). Be aware of surroundings and other persons
  - (9). Move arrested subject(s) to a safe location for his/her physical safety.

## **Performance Outcome 4. 29.**

Verify that a warrant is valid on its face.

## **Training Objective Related to 4. 29.**

A. Given a written exercise, identify the factors to be present for a valid warrant.

**Criteria:** The trainee shall be tested on the following:

4.29.1. For a search warrant:

- a. Check dates
- b. Check description of location and/or address
- c. Check affidavit information
- d. Check articles to be searched for
- e. Check criminal code violation
- f. Check for signature of judge, magistrate, or clerk of the court

4.29.2. For an arrest warrant:

- a. date
- b. charge
- c. identifying information of person to be arrested
- d. signature of magistrate, judge, or clerk of court



**Lesson Plan Guide:** The lesson plan shall include the following:

1. For a search warrant:
  - a. Check dates
  - b. Check description of location and/or address
  - c. Check affidavit information
  - d. Check articles to be searched for
  - e. Check criminal code violation
  - f. Check for signature of judge, magistrate, or clerk of the court
2. For an arrest warrant:
  - a. date
  - b. charge
  - c. identifying information of person to be arrested
  - d. signature of magistrate, judge, or clerk of court
3. No changes are to be made to either a search or arrest warrant after it is signed and issued by the judge, magistrate, or clerk of the court.

### **Performance Outcome 4. 30.**

Conduct a preliminary investigation of events related to fraud.

### **Training Objective Related to 4. 30.**

- A. Given a written or practical exercise, identify the duties of the first responding officer to events related to fraud.

**Criteria:** The trainee shall be tested on the following:

- 4.30.1. Notify proper authorities
- 4.30.2. Protect the crime scene according to requirements of the nature of the crime
- 4.30.3. Locate witnesses
- 4.30.4. Assist as needed on scene
- 4.30.5. Complete necessary reports

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify proper authorities
2. Protect the crime scene according to requirements of the nature of the crime
3. Locate witnesses
4. Assist as needed on scene
5. Complete necessary reports
  - a. Determining if false ID was used
  - b. Victim statement
  - c. Witness statement (if any)
  - d. Other evidence (if any)

### **Performance Outcome 4. 31.**

Respond to and conduct a preliminary investigation of events related to gambling.

### **Training Objective Related to 4. 31.**

- A. Given a written exercise, identify the duties of the first responding officer to events related to gambling.

**Criteria:** The trainee shall be tested on the following:

- 4.31.1. Notify proper authorities
- 4.31.2. Protect the crime scene according to requirements of the nature of the crime
- 4.31.3. Locate witnesses
- 4.31.4. Assist as needed on scene
- 4.31.5. Complete necessary reports

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify proper authorities
2. Protect the crime scene according to requirements of the nature of the crime
3. Locate witnesses
4. Assist as needed on scene
5. Complete necessary reports

### **Performance Outcome 4. 32.**

Respond to and conduct a preliminary investigation of events related to prostitution and sexual offenses.

### **Training Objective Related to 4. 32.**

- A. Given a written or practical exercise, identify the duties of the first responding officer to events related to prostitution and sexual offenses:

**Criteria:** The trainee shall be tested on the following:

- 4.32.1. Notify proper authorities
- 4.32.2. Protect the crime scene according to requirements of the nature of the crime
- 4.32.3. Locate witnesses
- 4.32.4. Assist as needed on scene
- 4.32.5. Complete necessary reports

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify proper authorities
2. Protect the crime scene according to requirements of the nature of the crime
3. Locate witnesses
4. Assist as needed on scene
5. Complete necessary reports

### **Performance Outcome 4. 33.**

Conduct a preliminary investigation of events related to forgery/uttering and counterfeiting, and follow-up when assigned.

### **Training Objective Related to 4. 33.**

- A. Given a written exercise, identify the duties of the first responding officer to conduct a preliminary investigation of events related to forgery/uttering and counterfeiting.

**Criteria:** The trainee shall be tested on the following:

- 4.33.1. Notify proper authorities
- 4.33.2. Protect the crime scene according to requirements of the nature of the crime
- 4.33.3. Locate witnesses
- 4.33.4. Assist as needed on scene
- 4.33.5. Complete necessary reports



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify proper authorities
2. Protect the crime scene according to requirements of the nature of the crime
3. Locate witnesses
4. Assist as needed on scene
5. Complete necessary reports

### **Performance Outcome 4. 34.**

Inform a crime victim about the procedures to file a claim.

### **Training Objectives Related to 4. 34.**

- A. Given a written or practical exercise, identify information to provide to victims about procedures to file claims pursuant to the Victim/Witness Assistance Program.

**Criteria:** The trainee shall be tested on the following:

- 4.34.1. Victim/Witness Assistance Program
- 4.34.2. Requirement to provide written information to victims under the Code of Virginia

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Victim/Witness Assistance Program
2. Requirement to provide written information to victims under the Code of Virginia, §19.2-11.01(a)

***Instructor Note: Contact the DCJS Victim/Witness Assistance Program for materials useful to developing a detailed lesson plan for this objective.***

### **Performance Outcome 4. 35.**

Inform a crime victim about the procedures to pursue prosecution.

### **Training Objectives Related to 4. 35.**

- A. Given a written, audio-visual, or practical exercise, provide information to crime victims about the procedures to pursue prosecution.

**Criteria:** The trainee shall be tested on the following:

- 4.35.1. Procedures to obtain a warrant
- 4.35.2. General process that occurs in prosecuting an arrested person

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Procedures to obtain a warrant
2. General process that occurs in prosecuting an arrested person

### **Performance Outcome 4. 36.**

Determine the need for and type of assistance required related to a medical aid call.

### **Training Objectives Related to 4. 36.**

- A. Given a written or practical exercise, identify the responsibilities of the first responding officer for a medical aid call.

**Criteria:** The trainee shall be tested on the following:

- 4.36.1. Render basic first aid or CPR, if needed
- 4.36.2. Communicate with emergency services regarding victim
- 4.36.3. Interview witnesses
- 4.36.4. Record findings in a standard report to assist investigation in determining what, if any, crime has occurred

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define aid call or medical assistance and statutory coverage (§ 8.01-225)
2. Render medical assistance in accordance with training
  - a. recognize bio-hazard possibilities
  - b. use appropriate precautions
3. Maintain awareness of potential criminal activity and if identified, respond accordingly
4. Communicate with emergency services regarding victim
5. Interview witnesses
6. Record findings in a standard report to assist investigation in determining what, if any, crime has occurred

**Instructor Note: Emphasize using appropriate equipment.**

### **Performance Outcome 4. 37.**

Assess the need of an arrestee for medical attention.

### **Training Objectives Related to 4. 37.**

- A. Given a written exercise, identify steps to cover in assessing the physical condition of an arrestee to determine need for medical attention.

**Criteria:** The trainee shall be tested on the following:

- 4.37.1. Visually inspect for visible injuries
- 4.37.2. Question arrestee on past history, i.e., diabetes, epilepsy, severe allergies
- 4.37.3. Observe conduct for abnormal behavior
- 4.37.4. If in doubt, contact medical personnel



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Visual inspection for visible injuries using appropriate precautions.
2. Questions to ask arrestee on past history, i.e., diabetes, epilepsy, severe allergies
3. Observing conduct for abnormal behavior
4. In doubt, contact medical personnel

## **Performance Outcome 4. 38.**

Respond to calls for service related to disasters and various rescue operations.

## **Training Objectives Related to 4. 38.**

- A. Given a written exercise, identify the role of law enforcement personnel at the scene of a disaster.
- B. Given a written exercise, identify the functions of the patrol officer/first responder as part of the Incident Command System.

**Criteria:** The trainee shall be tested on the following:

- 4.38.1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster
- 4.38.2. Define what generally constitutes a disaster
- 4.38.3. Identify factors related to handling disasters (air crashes, etc.) and various rescue operations involving the military
- 4.38.4. Define the Incident Command System (ICS)
  - 4.38.4.1. Identify the components of ICS
  - 4.38.4.2. Identify the structure of ICS
  - 4.38.4.3. Identify the purpose of unified command under ICS
  - 4.38.4.4. Identify the role of the first responding patrol officer under ICS
  - 4.38.4.5. Identify communications protocol under ICS
  - 4.38.4.6. Identify the transfer of command by the first responding patrol officer under ICS
- 4.38.5. Explain the purpose of the National Incident Command System (NIMS)
  - 4.38.5.1. Identify the Executive Order of the Governor requiring NIMS in Virginia
  - 4.38.5.2. Identify the presidential directive related to NIMS

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify and explain the Code section enabling local counties, cities, and towns to establish local ordinances that deal with disaster. (§ 15.2 and § 44-146.19)
2. Define what generally constitutes a disaster
3. Identify factors related to handling disasters (air crashes, etc.) and various rescue operations involving the military.
4. Define the Incident Command System (ICS)
  - a. Identify the components of ICS
  - b. Identify the structure of ICS
  - c. Identify the purpose of unified command under ICS
  - d. Identify the role of the first responding patrol officer under ICS
  - e. Identify communications protocol under ICS
  - f. Identify the transfer of command by the first responding patrol officer under ICS
5. Explain the purpose of the National Incident Command System (NIMS)
  - a. Identify the Executive Order of the Governor requiring NIMS in Virginia
  - b. Identify the presidential directive related to NIMS

***Instructor Note: Advise trainees that they will identify components of department emergency response plan for disasters as part of their department training.***

**Special Note: Completion of the four-hour training Incident Command System – Awareness Level will accomplish the goals of number 4 and 5 of this lesson plan guide and prepare the trainee to be tested on it.**

### **Performance Outcome 4. 39.**

Direct drivers using flashlight, illuminated baton, whistle or hand signals while controlling traffic and use proper body mechanics for directing multiple lanes of traffic.

### **Training Objectives Related to 4. 39.**

Given a practical exercise:

- A. Direct traffic using hand signals and whistle to instruct drivers.
- B. Demonstrate techniques for directing traffic using a flashlight or illuminated baton.
- C. Demonstrate proper body mechanics to direct multiple lanes of traffic.

**Criteria:** The trainee shall be tested on the following:

- 4.39.1. Procedures for stopping traffic
- 4.39.2. Procedures for starting traffic
- 4.39.3. Procedures for slowing traffic
- 4.39.4. Body mechanics for twisting in any direction
- 4.39.5. Flexion/extension of arm and hand (pulling in or extending arm and hand)
- 4.39.6. Rotation of arm and hand
- 4.39.7. Abduction/adduction of arm (movement of arm toward body and away from body)
- 4.39.8. Circumlocution of arm (circular movement of arm)
- 4.39.9. Sustaining repetitive upper extremity movement for a prolonged period
- 4.39.10. Use of whistle for directing traffic

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Techniques for using hand signals, flashlight, or illuminated baton to direct traffic following correct procedures
  - a. Procedures for stopping traffic
  - b. Procedures for starting traffic
  - c. Procedures for slowing traffic
  - d. Procedures for changing direction of traffic
  - e. Procedures for merging traffic
2. Proper body mechanics for directing multiple lanes of traffic
  - a. Body mechanics for twisting in any direction
  - b. Flexion/extension of arm and hand (pulling in or extending arm and hand)
  - c. Rotation of arm and hand
  - d. Abduction/adduction of arm (movement of arm toward body and away from body)
  - e. Circumlocution of arm (circular movement of arm)
  - f. Sustaining repetitive upper extremity movement for a prolonged period
3. Working traffic control at special functions
  - a. Identify pedestrian control techniques to utilize
  - b. Identify emergency procedures for unexpected situations
  - c. Identify procedures for controlling traffic and pedestrians in the area for the duration of the function
4. DO NOT use traffic flares to direct traffic in place of a flashlight or lighted baton at any time. The phosphorus on the flare creates additional hazards.

## **Performance Outcome 4. 40.**

Conduct a traffic stop resulting in an enforcement action.

## **Training Objective Related to 4. 40.**

A. Given a practical exercise, conduct a traffic stop resulting in an enforcement action.

**Criteria:** The trainee shall be tested on the following:

- 4.40.1. Follow suspect vehicle to observe traffic violations conforming to constitutional requirements and accepted motor vehicle safety rules
  - 4.40.1.1. Identify traffic offenses that would support a stop
    - a. Identify location and traffic flow requirements
    - b. Select position that provides best observation and access point
    - c. Identify possible violations in a traffic flow
    - d. Identify time of day
    - e. Identify actions to take
    - f. Identify any hazards that would hinder or prevent any officer from enforcing traffic laws
    - g. Definition of a pretext stop
  - 4.40.1.2. Identify situations in which there is no basis for a stop
    - a. Bias based stop
    - b. Inappropriately stopping a motorist because of:
      - (1). Race
      - (2). Color
      - (3). Religion
      - (4). Sex
      - (5). National origin
      - (6). Disability
    - c. Inappropriate uses of a pretext stop
- 4.40.2. Identify procedures for initiating a traffic stop and execute a stop
  - a. Communications
  - b. Location
  - c. Traffic hazards
  - d. Patrol car position and use of equipment
  - e. Safe approach to stopped vehicle observing for suspicious actions by occupants
    - (1). Officer/public safety concerns
    - (2). Criminal activity signs
      - (a). location
      - (b). actions

- (c). odors
  - (d). time of day
  - (e). plain view
- (3). Evaluate activity and determine if and what type of additional law enforcement response is needed
- (4). Identify if any probable cause would allow the officer to conduct a search of any part or all of the vehicle
- 4.40.3. Identify the steps of initial officer/violator contact
  - a. Professional demeanor
  - b. Ask for driver's license and vehicle registration/explain reason for the stop
  - c. Provide instructions to driver and occupants to remain until you return
- 4.40.4. Identify the steps of determining appropriate enforcement action
  - a. Observe a license for defects that suggest tampering
  - b. Verify the validity of the license with communications to determine if it is currently valid, suspended, or revoked
    - (1). Check for legal presence in the United States
    - (2). Look for a "9" in the restriction field
    - (3). Check wording on the reverse side that says "9: Limited Duration (see expiration date on front)
    - (4). Any driver whose license shows a violation of legal presence shall be treated as driving without a valid license. These individuals will have to show proof of legal presence again to DMV to obtain another license or ID card.
  - c. Check VCIN, NCIC, DMV
  - d. Evaluate facts of the situation to determine if verbal warning or summons is appropriate
    - (1). Nature of Offense
    - (2). Explanation for action
    - (3). Traffic conditions
    - (4). Roadway conditions
    - (5). Weather
    - (6). Time of day
    - (7). Based on actions, not attitude
    - (8). Unusual circumstances
      - (a). Diplomat
      - (b). Legislator
      - (c). Foreign nationals
    - (9). Ignition interlock requirements
- 4.40.5. Safely approach vehicle to return license and registration and give warning
  - a. Articulate possible dangers/consequences of violation
  - b. Articulate police concern for safety of motorists
- 4.40.6. Complete and safely approach vehicle to deliver a Virginia Uniform Traffic Summons
  - a. Complete all information prompts on summons

- b. Select correct Virginia Code section
  - c. Fully explain the summons to the violator
    - (1). Reason for the summons (charge) according to state motor vehicle code
    - (2). Signature is a promise to appear or pay fine before the court date
    - (3). Signature is not an admission of guilt
    - (4). Procedure for pleading guilty and paying fine
    - (5). Procedure for court appearance
  - d. Obtain signature/explain consequences of failure to sign
  - e. Issue the appropriate copy to the violator
- 4.40.7. Identify items to document in field notes pertaining to a traffic stop
- a. Description of the violation
  - b. Conditions related to the violation
  - c. Violator actions
  - d. Enforcement action
  - e. Description of any equipment or procedures used in the action.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Follow suspect vehicle to observe traffic violations conforming to constitutional requirements and accepted motor vehicle safety rules
  - a. Identify traffic offenses that would support a stop
    - (1). Identify location and traffic flow requirements
    - (2). Select position that provides best observation and access point
    - (3). Identify possible violations in a traffic flow
    - (4). Identify time of day
    - (5). Identify actions to take
    - (6). Identify any hazards that would hinder or prevent any officer from enforcing traffic laws
    - (7). Definition of a pretext stop: Use of any violation of law, no matter how trivial, as a basis for stopping a motorist for the purpose of further some other legitimate law enforcement function.

**Example:** Law enforcement receives a tip that a certain vehicle is transporting three kilos of cocaine. Because the information is unsubstantiated, an officer cannot make a stop based on it, but the officer can stop the vehicle for going 26 MPH in a 25 MPH zone.

- b. Identify situations in which there is no basis for a stop
    - a. Bias based stop
    - b. Inappropriately stopping a motorist because of:
      - (1). Race
      - (2). Color
      - (3). Religion
      - (4). Sex
      - (5). National origin
      - (6). Disability
    - c. Inappropriate uses of a pretext stop – Stopping a vehicle using a 26 MPH in a 25 MPH zone not to engage in further a legitimate law enforcement function or having a purpose such as provoking someone or to provide cover for bias based policing.
2. Identify procedures for initiating a traffic stop and execute a stop
  - a. Communications
  - b. Location
  - c. Traffic hazards
  - d. Patrol car position and use of equipment
  - e. Safe approach to stopped vehicle observing for suspicious actions by occupants
    - (1). Officer/public safety concerns
    - (2). Criminal activity signs
      - (a). location

- (b). actions
    - (c). odors
    - (d). time of day
    - (e). plain view
  - (3). Evaluate activity and determine if and what type of additional law enforcement response is needed
  - (4). Identify if any probable cause would allow the officer to conduct a search of any part or all of the vehicle
3. Identify the steps of initial officer/violator contact
- a. Professional demeanor/courteous communication skills
  - b. Ask for driver's license and vehicle registration/explain reason for the stop.
  - c. Provide instructions to driver and occupants to remain until you return
4. Identify the steps of determining appropriate enforcement action
- a. Observe a license for defects that suggest tampering
  - b. Verify the validity of the license with communications to determine if it is currently valid, suspended, or revoked
    - (1). Check for legal presence in the United States
    - (2). Look for a "9" in the restriction field
    - (3). Check wording on the reverse side that says "9: Limited Duration (see expiration date on front)
    - (4). Any driver whose license shows a violation of legal presence shall be treated as driving without a valid license. These individuals will have to show proof of legal presence again to DMV to obtain another license or ID card.
  - c. Check VCIN, NCIC, DMV
  - d. Evaluate facts of the situation to determine if verbal warning or summons is appropriate
    - (1). Nature of Offense
    - (2). Explanation for action
    - (3). Traffic conditions
    - (4). Roadway conditions
    - (5). Weather
    - (6). Time of day
    - (7). Based on actions, not attitude
    - (8). Unusual circumstances
      - (a). Diplomat
      - (b). Legislator
      - (c). Foreign nationals
    - (9). Ignition interlock requirements (§18.2-272)

5. Safely approach vehicle to return license and registration and give warning
  - a. Articulate possible dangers/consequences of violation
  - b. Articulate police concern for safety of motorists
  - c. Courteously disengage from the stop if no further action is needed.
6. Complete and safely approach vehicle to deliver a Virginia Uniform Traffic Summons
  - a. Complete all information prompts on summons
  - b. Select correct Virginia Code section
  - c. Fully explain the summons to the violator
    - (1). Reason for the summons (charge) according to state motor vehicle code
    - (2). Signature is a promise to appear or pay fine before the court date
    - (3). Signature is not an admission of guilt
    - (4). Procedure for pleading guilty and paying fine
    - (5). Procedure for court appearance
  - d. Obtain signature/explain consequences of failure to sign
  - h. Issue the appropriate copy to the violator
  - i. Courteously disengage from the stop.
7. Identify items to document in field notes pertaining to a traffic stop
  - a. Description of the violation
  - b. Conditions related to the violation
  - c. Violator actions
  - d. Enforcement action
  - e. Description of any equipment or procedures used in the action.

**INSTRUCTOR NOTE: With respect to determining legal presence on a driver's license, officers should be aware that this does NOT require that the officer inquire into the immigration status of the driver. The officer will treat the driver as driving without a valid driver's license as noted in the standard. Officers should follow agency policy with respect to the enforcement of immigration laws for any other circumstances arising related to the traffic stop.**

**Performance Outcome 4. 41.**

Make a high risk motor vehicle stop.

**Training Objectives Related to 4. 41.**

- A. Given a written exercise, identify factors to consider in making a high risk motor vehicle stop.
- B. Given a practical exercise, demonstrate the techniques to be used to effect a high risk stop.

**Criteria:** The trainee shall be tested on the following:

- 4.41.1. Identification of the circumstances under which high risk stop techniques can be used
- 4.41.2. Identification of the officer and public safety considerations in high risk stop
- 4.41.3. Demonstration of the techniques to be used to effect a high risk stop:
  - a. Evaluate traffic pattern
  - b. Communication and coordination between primary and backup officers
  - c. Vehicle position
  - d. Control stop for a safe area
  - e. Do not approach car
  - f. Necessary backup present
  - g. Supply commands to secure suspect vehicle
  - h. Keys thrown out
  - i. Supply commands to evacuate suspect vehicle
  - j. Persons in car to exit one-by-one
  - k. Control traffic in area
  - l. Remove suspects from car if uncooperative
  - m. Appropriate level of force exercised to control occupants
  - n. Coordinate separation/security of occupants
  - o. Coordinate safety search of occupants and vehicle

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the circumstances under which high risk stop techniques can be used.
2. Identification of the officer and public safety considerations in high risk stop.
3. Demonstration of the techniques to be used to effect a high risk stop:
  - a. Evaluate traffic pattern
  - b. Communication and coordination between primary and backup officers
  - c. Vehicle position
  - d. Control stop for a safe area
  - e. Do not approach car
  - f. Necessary backup present
  - g. Supply commands to secure suspect vehicle
  - h. Keys thrown out
  - i. Supply commands to evacuate suspect vehicle
  - j. Persons in car to exit one-by-one
  - k. Control traffic in area
  - l. Remove suspects from car if uncooperative
  - m. Appropriate level of force exercised to control occupants
  - n. Coordinate separation/security of occupants
  - o. Coordinate safety search of occupants and vehicle

**Performance Outcome 4. 42.**

Place emergency traffic control signs/signals or place barricades, flares, or traffic cone patterns on roadway to direct traffic, protect area, vehicle, etc.

**Training Objectives Related to 4. 42.**

- A. Given a written, audio-visual or practical exercise, identify placement of emergency traffic control signs/signals or place barricades, flares, or traffic cone patterns on roadway to direct traffic, protect area, vehicle, etc.

**Criteria:** The trainee shall be tested on the following:

- 4.42.1. Identify effectiveness of each piece of equipment for rerouting traffic
  - a. consider typical volume of traffic
  - b. consider weather conditions
  - c. hazardous conditions
- 4.42.2. Identify appropriate placement of barricades, flares, or cones
- 4.42.3. Identify appropriate distance and location of placement for each
- 4.42.4. Identify impact on traffic after placement
- 4.42.5. Identify removal procedures after no longer needed

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify effectiveness of each piece of equipment for rerouting traffic
  - a. consider typical volume of traffic
  - b. consider weather conditions
  - c. hazardous conditions
2. Identify appropriate placement of barricades, flares, or cones
3. Identify appropriate distance and location of placement for each
4. Identify impact on traffic after placement
5. Identify removal procedures after no longer needed

### **Performance Outcome 4. 43.**

Ensure proper functioning of traffic control devices.

### **Training Objectives Related to 4. 43.**

- A. Given a written, audio-visual, or practical exercise, identify the duties of an officer who discovers a malfunctioning traffic control device to ensure proper functioning.

**Criteria:** The trainee shall be tested on the following:

- 4.43.1. Identification of malfunctioning traffic control device
- 4.43.2. Notification and information to provide proper authority
  - a. location of device
  - b. defect
  - c. urgency
  - d. traffic flow
- 4.43.3. Control of traffic direction if needed



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify malfunctioning traffic control device
2. Notification and information to provide proper authority
  - a. location of device
  - b. defect
  - c. urgency
  - d. traffic flow
3. Take control of traffic direction if needed
4. If knowledgeable about restarting or repairing, perform needed action

### **Performance Outcome 4. 44.**

Assist stranded motorists and remove vehicles obstructing traffic.

### **Training Objectives Related to 4. 44.**

- A. Given a written exercise, identify steps to assist stranded motorists and direct removal of vehicles obstructing traffic.

**Criteria:** The trainee shall be tested on the following:

- 4.44.1. Identify the type of problem
- 4.44.2. Radio for proper assistance if impractical or unable to render assistance
- 4.44.3. Set up proper protection for motorist
- 4.44.4. Answer questions and make appropriate referrals
- 4.44.5. Provide necessary traffic control
- 4.44.6. Take applicable enforcement action
- 4.44.7. Notify appropriate tow agency
- 4.44.8. Notify owner of location of towed vehicle

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the type of problem
2. Radio for proper assistance if impractical or unable to render assistance
3. Set up proper protection for motorist
4. Answer questions and make appropriate referrals
5. Provide necessary traffic control
6. Take applicable enforcement action
7. Notify appropriate tow agency
8. Notify owner of location of towed vehicle

***Instructor Note: Advise trainees that they will need to identify department policy related to transportation of person(s) needing assistance as part of their department training.***

## **Performance Outcome 4. 45.**

Identify and enforce traffic laws.

## **Training Objectives Related to 4. 45.**

- A. Given a written exercise, identify Code of Virginia authority to enforce motor vehicle laws and the elements of the motor vehicle offenses noted in criteria.

**Criteria:** The trainee shall be tested on the following:

- 4.45.1. Identify the authority to enforce Code of Virginia motor vehicle laws
- 4.45.2. Identify the elements of the following motor vehicle offenses
  - a. speed limits
  - b. child safety seats
  - c. reckless driving
  - d. involuntary manslaughter
  - e. habitual offender
  - f. driver/passenger seat belt usage/equipment violations
  - g. registration
  - h. licenses
  - i. proof of insurance for any type of vehicle

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the authority to enforce Code of Virginia motor vehicle laws
2. Identify the elements of the following motor vehicle offenses
  - a. speed limits
  - b. child safety seats
  - c. reckless driving (§46.2-862 Code of Virginia has changed this definition to 20 mph in excess of applicable maximum speed limit or in excess of 80 mph regardless of applicable maximum speed limit)
  - d. involuntary manslaughter
  - e. habitual offender
  - f. driver/passenger seat belt usage/equipment violations
  - g. registration
  - h. licenses (46.2-221.2 Code of Virginia has changed this definition related to members of the armed services and diplomatic services of the United States).
  - i. proof of insurance for any type of vehicle
3. Identify the offenses covered by the Motor Vehicle Code § 46.2
4. Identify the responsibility of officers to clarify by discussing with a supervisor any uncertainty regarding motor vehicle infractions.

## **Performance Outcome 4. 46.**

Respond to and conduct preliminary or follow-up investigation of Driving Under the Influence -- Intoxicants/ Drugs.

## **Training Objectives Related to 4. 46.**

- A. Given a written exercise, identify the elements of Driving Under the Influence (DUI) related statutes of the Code of Virginia and the procedures for obtaining a blood test.
- B. Given a practical exercise, conduct investigation of events related to Driving Under the Influence - intoxicants/drugs.

**Criteria:** The trainee shall be tested on the following:

- 4.46.1. Definition of Driving Under the Influence - (intoxicants/drugs) and elements of the crimes with Code citations
- 4.46.2. Observation of operator behavior to evaluate capability to operate vehicle safely
- 4.46.3. Communication with dispatch
- 4.46.4. Initiation of traffic stop
- 4.46.5. Initial contact and observation for signs of impairment
- 4.46.6. Conduct field sobriety tests in accordance with the 24-Hour NHTSA/IACP DWI Detection and Standardized Field Sobriety Tests.
  - a. If driver agrees, administer preliminary breath test
  - b. If driver disagrees, evaluate for probable cause for a Driving Under the Influence arrest, if probable cause exists then arrest and advise of implied consent rights
  - c. If probable cause exists for a DUI arrest and the driver has been taken to a medical facility for treatment or evaluation of his medical condition, the arresting officer may issue a summons for the violation while on the premises of the medical facility.
- 4.46.7. If unable to obtain breath sample and driver agrees, follow these procedures for obtaining a blood sample:
  - a. take to hospital or lab
  - b. have blood sample taken by certified medical personnel to include technician or nurse designated by the Circuit Court
  - c. blood vials to be packaged, handled and submitted in accordance with the Department of Forensic Science "Breath Alcohol Rules and Regulations."
- 4.46.7.1. If breath test administered indicates an alcohol level of .08 or greater, complete documentation for administrative license suspension.

- 4.46.7.2. If breath test administered indicates an alcohol level of .02 or greater on a restricted license, charge the person with driving after forfeiture or DUI conviction. (§18.2-267)
- 4.46.8. If driver has been arrested and refuses the breath or blood test
- a. Advise of implied consent rights
  - b. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee.
  - c. Complete documentation for administrative license suspension.
  - d. Take the arrestee to the magistrate and obtain warrant. Give the magistrate the executed advisement form to attach to the warrant or summons.
- 4.46.9. Prepare field notes for prosecution for Driving Under the Influence (DUID) case and submit a copy to the forensic laboratory.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of DWI - (intoxicants/drugs) and elements of the crimes with Code citations § 18.2-271, § 18.2-266, § 18.2-267, § 18.2-269, § 46.2-301, § 46.2-341-3 thru 46.2-341-32, § 46.2-390.1, § 46.2-391.
2. Observation of operator behavior to evaluate capability to operate vehicle safely
  - a. Swerving for no apparent reason
  - b. Head nodding to possibly indicate sleepiness
  - c. Approaching other cars too closely
  - d. Running off road on to shoulder of road
  - e. Driving too slowly
  - f. Others as may be identified
3. Communication with dispatch
4. Initiation of traffic stop
5. Initial contact and observation for signs of impairment
6. Identify methods for preliminary breath testing of blood alcohol content and procedures to follow for each method for accurate results
7. Conduct field sobriety tests in accordance with the 24-Hour NHTSA/IACP DWI Detection and Standardized Field Sobriety Tests.
  - a. If driver agrees, administer preliminary breath test to test blood alcohol content
  - b. If driver disagrees, evaluate for probable cause for a Driving Under the Influence arrest, if probable cause exists then arrest and advise of implied consent rights
  - c. If probable cause exists for a DUI arrest and the driver has been taken to a medical facility for treatment or evaluation of his medical condition, the arresting officer may issue a summons for the violation while on the premises of the medical facility.
8. If driver disagrees, evaluate for probable cause for a DUI arrest, if probable cause exists then arrest and advise of implied consent rights
9. If unable to obtain breath sample and driver agrees, follow these procedures for obtaining a blood sample:
  - a. Take to hospital or lab
  - b. Have blood sample taken by certified medical personnel to include technician or nurse designated by the Circuit Court.
  - c. Blood vials to be packaged, handled and submitted in accordance with the Division of Forensic Science "Breath Alcohol Rules and Regulations"
  - d. If breath test administered indicates an alcohol level of .08 or greater, complete documentation for administrative license suspension. If breath test administered indicates an alcohol level of .02 or greater on a restricted license, charge the person with driving after forfeiture or DUI conviction.
10. If driver has been arrested and refuses the breath or blood test
  - a. Advise of implied consent rights
  - b. Arresting officer shall advise DUI arrestee from a form provided by the Office of the Executive Secretary of the Supreme Court and that the arresting officer shall acknowledge on such form that he has read the form to the arrestee.
  - c. Complete documentation for administrative license suspension.



- d. Take the arrestee to the magistrate and obtain warrant. Give the magistrate the executed advisement form to attach to the warrant or summons.
  - e. If the driver has been taken to a medical facility for treatment or evaluation of his medical condition and refuses to take a blood or breath test, the arresting officer may issue a summons for the violation while on the premises of the facility.
11. Prepare field notes for prosecution (for DUID case submit a copy to the forensic laboratory)
- a. Precise reason for stop
  - b. Weather and road conditions
  - c. Suspect's physical appearance and demeanor
  - d. Suspect's performance of field sobriety test (if done)
  - e. Exact times of all pertinent events (stop, arrest, test)
12. Receive instruction on a standardized field sobriety test.

### **Performance Outcome 4. 47.**

Conduct a traffic checking detail.

### **Training Objectives Related to 4. 47.**

- A. Given a written or practical exercise, identify steps to conduct and properly document a traffic checking detail according to legal requirements.

**Criteria:** The trainee shall be tested on the following:

- 4.47.1. Identify legal requirements
- 4.47.2. Identify procedures to set up and conduct a traffic checking detail
- 4.47.3. Record results in a standard report

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Legal requirements for traffic checking (Lowe v. Commonwealth, 230 Va. 346, 337 S.E. 2d 273 (1985))
2. Procedures to set up and conduct a traffic checking detail
3. Recording results in a standard report

***Instructor Note: Advise trainees that they will need to identify department policy related to traffic checking details as part of their department training.***

## **Performance Outcome 4. 48.**

Investigate general traffic accidents and those involving personal injury, fatality, or vehicular assault and inspect vehicles involved to assess damage, determine cause, and test operability of vehicle(s).

## **Training Objectives Related to 4. 48.**

- A. Given a practical exercise simulating a traffic accident involving personal injury, fatality, or vehicular assault, investigate to determine cause, inspect vehicle(s) to assess damage, and test operability of vehicle(s).

**Criteria:** The trainee shall be tested on the following:

- 4.48.1. Evaluate scene and response needed
  - a. Observe vehicle placards for possible hazardous materials exposure
  - b. Identify and request any other emergency assistance needed appropriate to accident, i.e., hazmat
  - c. Render first aid to victims until relieved
  - d. Coordinate other responding units to set up traffic control
- 4.48.2. Protect accident scene by controlling access
- 4.48.3. Demonstrate procedures for general accident investigation
  - a. Interview and subpoena witnesses
  - b. Obtain statements from drivers and identification of vehicle owner using correct communications procedure
  - c. Walk the scene to determine layout
  - d. Search for, collect, and preserve physical evidence
    - (1). Recognize physical evidence that is in danger due to weather conditions, too many people roaming scene, or other factors
    - (2). Identify methods to protect physical evidence under various circumstances
      - (a). Precipitation
      - (b). People/animals in area
      - (c). Fire
    - (3). Identify methods to collect, preserve, and maintain chain of evidence from an accident
    - (4). Use basic math functions related to gathering evidence where needed
  - e. Prepare field sketch and document damage
  - f. Complete traffic accident (FR 300) and Driver Information Exchange Forms
  - g. Determine violations and charges and accurately complete and deliver summons charging the appropriate parties with reference to appropriate Code section(s)
  - h. Assess damage and test operability of vehicle(s)

- i. Remove debris from accident scene to ensure safe and efficient vehicular passage or call for assistance to remove debris
- 4.48.4. Demonstrate procedures unique to conducting an investigation of accidents involving injuries or fatalities, or vehicular assault
  - a. Interviews with victim prior to death
  - b. Dying declaration elements
  - c. Rescue personnel interviews
  - d. Fire department personnel interviews
  - e. Describe items to be photographed with and without cars in place
    - (1). All vehicle damage
    - (2). All evidentiary marks on pavement and other fixed objects
    - (3). Debris in road from the point of impact
    - (4). Long distance photograph
    - (5). License plates and other vehicle identification
    - (6). Bodies
      - (a). Close-up identification
      - (b). Long view
      - (c). Body in respect to vehicle/scene.
    - (7). Presence/non-presence or damaged traffic control devices
    - (8). Any evidence on or about vehicles or roadways that could have contributed to the accident or help determine vehicular assault
      - (a). Forensics related to the vehicle
      - (b). Type and style (single or multiple)
      - (c). One or more than one perpetrator indicated
    - (9). Close-ups where necessary to detail
    - (10). Viewpoint from each driver
    - (11). Obstructions to visibility at approach to scene
  - f. Establish and document measurable reference points at scene
  - g. Measure observable tire marks of involved vehicles
  - h. Prepare a detailed field diagram
  - i. Complete and submit required fatal accident state report forms
  - j. Identify any special requirements related to investigating traffic accidents involving law enforcement vehicles

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate scene and response needed

- a. Observe vehicle placards for possible hazardous materials exposure
- b. Identify and request any other emergency assistance needed appropriate to accident, i.e., hazmat
  - (1). Complete Department of Emergency Services Hazardous Materials Training -- Awareness Level
- c. Render first aid to victims until relieved
- d. Coordinate other responding units to set up traffic control
- 2. Protect accident scene by controlling access
  - a. Identify effective traffic flow pattern around accident scene
  - b. Identify placement of officer(s)
  - c. Identify barriers needed to protect evidence
  - d. Identify when road should be closed
- 3. Demonstrate procedures for general accident investigation
  - a. Interview and subpoena witnesses
  - b. Obtain statements from drivers and identification of vehicle owner using correct communications procedure
  - c. Walk the scene to determine layout
  - d. Search for, collect, and preserve physical evidence
    - (1). Recognize physical evidence that is in danger due to weather conditions, too many people roaming scene, or other factors
    - (2). Identify methods to protect physical evidence under various circumstances
      - a. Precipitation
      - b. People/animals in area
      - c. Fire
    - (3). Identify methods to collect, preserve, and maintain chain of evidence from an accident
    - (4). Use basic math functions related to gathering evidence where needed
  - e. Prepare field sketch and document damage
    - (1). Vehicles (numbers, types, points of impact)
    - (2). People
    - (3). Obstacles
    - (4). Correct road names, intersections, landmarks
    - (5). Take measurements taken so that a scale diagram may be created at a later time
  - f. Complete traffic accident and Driver Information Exchange Forms
    - (1). State requirements for reporting accident damage
    - (2). Various types of damage and costs associated with each
  - g. Determine violations and charges and accurately complete and deliver summons charging the appropriate parties with reference to appropriate Code section(s)
  - h. Assess damage and test operability of vehicle(s)
    - (1). Previous damage(s) from current damage

- (2). Defect(s) of vehicle(s)
  - (3). Driver(s) previous conditions
  - (4). Driver(s) actions
  - (5). Operable vehicle
  - (6). Inoperable vehicle
- i. Remove debris from accident scene to ensure safe and efficient vehicular passage or call for assistance to remove debris
- j. Identify any special requirements related to investigating traffic accidents involving law enforcement vehicles
- 4. Demonstrate procedures unique to conducting an investigation of accidents involving injuries or fatalities
  - a. Describe items to be photographed with and without cars in place
    - (1). All vehicle damage
    - (2). All evidentiary marks on pavement and other fixed objects
    - (3). Debris in road from the point of impact
    - (4). Long distance photograph
    - (5). License plates and other vehicle identification
    - (6). Bodies
      - (a). Close-up identification
      - (b). Long view
      - (c). Body in respect to vehicle/scene.
    - (7). Presence/non-presence or damaged traffic control devices
    - (8). Any evidence on or about vehicles or roadways that could have contributed to the accident or help determine vehicular assault
      - (a). Forensics related to the vehicle
      - (b). Type and style (single or multiple)
      - (c). One or more than one perpetrator indicated
    - (9). Close-ups where necessary to detail
    - (10). Viewpoint from each driver
    - (11). Obstructions to visibility at approach to scene
  - b. Establish and document measurable reference points at scene
  - c. Measure observable tire marks of involved vehicles
  - d. Prepare a detailed field diagram
  - e. Complete and submit required fatal accident state report forms

### **Performance Outcome 4. 49.**

Respond to general information questions from public.

### **Training Objectives Related to 4. 49.**

- A. Given a written, audio-visual, or practical exercise, identify methods and approaches that respond to general information questions from the public.

**Criteria:** The trainee shall be tested on the following:

- 4.49.1. Identify the basic concepts of public service
  - a. Service orientation
  - b. Partnerships within a community
  - c. Resource and referral access through law enforcement
- 4.49.2. Identify ways an officer can individually contribute to promoting success in a public service effort.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the basic concepts of public service
  - a. Service orientation
  - b. Partnerships within a community
  - c. Resource and referral access through law enforcement
2. Identify ways an officer can individually contribute to promoting success in a public service effort.

### **Performance Outcome 4. 50.**

Advise residents/business people about ways to secure their homes/facilities.

### **Training Objectives Related to 4. 50.**

- A. Given a written, audio-visual, or practical exercise, identify topics to discuss with residents/business people about ways to secure their facilities.

**Criteria:** The trainee shall be tested on the following:

- 4.50.1. Doors
- 4.50.2. Windows
- 4.50.3. Shrubbyery
- 4.50.4. Locks
- 4.50.5. Lights
- 4.50.6. Sliding glass
- 4.50.7. Vents
- 4.50.8. Dropped ceilings
- 4.50.9. Alarms

**Lesson Plan Guide:** The lesson plan shall include the following:

Ways to properly secure the following:

1. Doors
2. Windows
3. Shrubby
4. Locks
5. Lights
6. Sliding glass
7. Vents
8. Dropped ceilings
9. Alarms

### **Performance Outcome 4. 51.**

Identify ways to assist in preventing crime.

### **Training Objectives Related to 4. 51.**

- A. Given a written, audio-visual, or practical exercise, identify structured problem-solving methods to identify and assist in preventing causes of crime, e.g., street lights, traffic patterns, lack of recreation, etc.,

**Criteria:** The student shall be tested on the following:

- 4.51.1. Identify the crime(s) occurring in an area
- 4.51.2. Identify root cause(s)
- 4.51.3. Identify local resources
- 4.51.4. Identify possible solution(s)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Use of structured problem solving technique(s)
2. Identification of the crime(s) occurring in an area
3. Identification of the root cause(s)
4. Identification of possible resources
5. Identification of possible solution(s)
6. How to initiate action using
  - a. Police
  - b. Parks & recreation
  - c. Zoning
  - d. Commissioner of revenue
  - e. Roads and grounds repair
  - f. Highway signs
  - g. Others as may be identified
7. Crime Prevention through Environmental Design program
8. Crime Triangle Analysis
  - a. Desire
  - b. Ability
  - c. Opportunity

### **Performance Outcome 4. 52.**

Conduct vehicle and foot patrol.

### **Training Objectives Related to 4. 52.**

- A. Identify patterns of conducting vehicle patrols.
- B. Identify patterns of conducting foot patrols.

**Criteria:** The trainee shall be tested on the following:

- 4.52.1. Identify at least three patterns of conducting vehicle patrols
- 4.52.2. Identify at least three patterns for conducting foot patrol in residential and business areas

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons that patrol assists in crime prevention and detection
2. Vehicle patrol patterns
3. Foot patrol patterns for residential and business areas.
4. Specialized patrol methods and applications for these
  - a. bicycle
  - b. motorcycle
  - c. airplane/helicopter
  - d. boats

### **Performance Outcome 4. 53.**

Determine need for specialized assistance at a crime scene.

### **Training Objectives Related to 4. 53.**

- A. Given a written, audio-visual, or practical exercise, identify the factors the first responding officer should consider before requesting specialized assistance at a crime scene.

**Criteria:** The trainee shall be tested on the following:

- 4.53.1. Availability of resources
- 4.53.2. Nature of the crime



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Availability of resources
2. Nature of the crime
  - a. Type
    - (1). Police dog (make sure conditions are still good for a dog to work; help identify a starting point if possible)
    - (2). Forensic specialist
      - (a). Lack of visible evidence in any crime
      - (b). More than just a few items of evidence
    - (3). Expert in that type of crime
      - (a). Monetary amount in a burglary
      - (b). Monetary crimes
      - (c). Computer crimes
      - (d). Art, antiques, gems, etc.
      - (e). Others as may be identified
  - b. Scene integrity
  - c. Safety considerations

### **Performance Outcome 4. 54.**

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

### **Training Objectives Related to 4. 54.**

- A. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).
- B. Successfully complete an approved course for basic first aid
- C. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.
- D. Successfully complete an approved course for using an automatic external defibrillator (AED).

**Criteria:** The trainee shall be tested on the following: **Note: remove the previous 4.54.1 – 24 and use this page. Those criteria are contained within the following requirements).**

- 4.54.1. Testing provided by approved CPR course provider
- 4.54.2. Testing provided by approved basic first aid provider
- 4.54.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.
- 4.54.4. Testing provided by an approved automatic external defibrillator (AED) course provider.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. An approved course for cardio-pulmonary resuscitation.
2. An approved course for basic first aid.
3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.
  - a. Protecting head and shoulders of person to the extent possible
  - b. Use of upper body strength
  - c. Use of base strength (hip and legs)
  - d. Use of torso/trunk strength (back and abdomen)
4. An approved course for using an automatic external defibrillator (AED).
5. Use of bio-hazard protections.

***Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.***

### **Performance Outcome 4.55.**

Assist with an emergency delivery of a baby.

### **Training Objectives Related to 4. 55.**

A. After receiving video instruction, identify basic steps for emergency delivery of a baby given a written exam covering the following:

**Criteria:** The trainee shall be tested on the following:

- 4.55.1. Positioning the mother for delivery considering the circumstances creating the emergency
- 4.55.2. Checking for and assisting the baby from the birth canal
  - a. Support head and neck
  - b. Check for breathing and assist if necessary
- 4.55.3. Protect the baby from the elements
  - a. Importance of wrapping the baby and keeping the baby warm
  - b. Placement on mother
- 4.55.4. Tying off the cord (cutting the cord can usually wait for medical assistance)
- 4.55.5. Ejection of placenta
- 4.55.6. Preparing mother and baby for transport to hospital

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Position the mother for delivery considering the circumstances creating the emergency
2. Check for and assisting the baby from the birth canal
  - a. Support head and neck
  - b. Check for breathing and assist if necessary
3. Protect the baby from the elements
  - a. Importance of wrapping the baby and keeping the baby warm
  - b. Placement on mother
4. Tie off the cord (cutting the cord can usually wait for medical assistance)
5. Ejection of placenta
6. Prepare mother and baby for transport to hospital
7. Use personal protective equipment.

### **Performance Outcome 4. 56.**

Use protective gear to prevent contact with infectious diseases.

### **Training Objectives Related to 4. 56.**

- A. Given a practical exercise for criteria 1 and 2, identify protective gear to use to prevent contact with infectious diseases.
- B. Given a written or practical exercise for criteria 3, provide notice to persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.

**Criteria:** The trainee shall be tested on the following:

- 4.56.1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.
- 4.56.2. Demonstrate use of protective gear for air borne pathogens.
- 4.56.3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis.
- 4.56.4 Identify procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.
2. Demonstrate use of protective gear for air borne pathogens.
3. Notify persons exposed to blood or body fluids while assisting an officer that they have a right to the test results for HIV or hepatitis. (§ 32.1-45.1)
4. Identify procedure for an officer to follow to obtain a blood sample from an individual related to a blood exposure.